

PBL Integrated Unit of Study

Grade Level: 7 Teachers: Iraida Cesar/Esther Rentas Marking Periods: 3/4

**Subject Area: Social Studies/ Language Arts
Unit 3: Colonization of the Future United States**

Part I. Identify Desired Results (Enduring Understandings)

Students will be able to explore reasons why people from different parts of the world settled, were forced to settle, or resisted settlement to help them understand later dynamics among various religious, cultural, and economic groups. They will understand how the United States of America was colonized by several different nations and why we should respect and honor being part of a world rich in history.

What is the overarching driving question? Sub-Questions? Unit sub-questions:

- **For what reasons did the English come to America?** (Driving Question)
- **What were these colonies like? How did Europeans and indigenous people interact?** (Sub-Questions)

What standards will be addressed? NJCCCS

Language Arts

3.1.G.4 Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.

3.2 Read independently a variety of literature written by authors of different cultures, ethnicities, genders, and ages.

3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Math

4.2 Recognize, identify, and describe geometric relationships and properties as they exist in nature, and other real-world settings.

Social Studies

6.4 D1-2/D6 1. Analyze the political, social, and cultural characteristics of the English Colonies.

2. Describe the political, religious, social, and economic institutions that emerged in Colonial America, including the New Netherlands and colonial New Jersey.
3. Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries and interactions with other colonies and Native Americans.
4. Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.
5. Describe Native Americans resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War.
6. Identify the factors that account for the establishment of African slavery in the Americas.
7. Discuss Spanish exploration, settlement, and missions in the American Southwest.

Visual Arts

- 1.5 Recognize and appreciate the diverse contribution of art created in North America.

Technology 8.1.B.6 Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: On-line resources and databases and Search engines and subject problems.

8.1.12.B Create and manipulate information, independently and or collaboratively to solve problems and design and develop products.

8.1.4.A.6 Create and present a multimedia presentation using appropriate software.

8.1.8.A.8 Design and produce a basic multimedia project.

What will students need to know? Content	What will students be able to do? Skills and Processes
<p>Social Studies</p> <p>6.4 D1-2/D6 Analyze the political, social, and cultural characteristics of the English colonies.</p> <p>6.4 Describe the political, religious, and social, and economic institutions that emerged in colonial America including the New Netherland and colonial New Jersey.</p> <p>6.4D Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries and interactions with other colonies and Native Americans.</p> <p>6.4 Examine the interactions between Native Americans and European settlers, trade, cultural exchanges, and military alliances and conflicts.</p> <p>6.4 Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War.</p> <p>6.4 Identify factors that account for the establishment of African slavery in the Americas.</p> <p>6.4 Discuss Spanish exploration, settlement, and missions in the American Southwest.</p>	<p>Language Arts</p> <p>3.1.G.4 Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</p> <p>3.2 Read independently a variety of literature written by authors of different cultures, ethnicities, genders, and ages.</p> <p>3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</p> <p>Technology</p> <p>8.1.B.6 Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: On-line resources and databases and Search engines and subject problems.</p> <p>8.1.12.B Create and manipulate information, independently and or collaboratively to solve problems and design and develop products.</p>

- **What overarching enduring understandings are desired as a result of this unit?**

- Understand how the United States of America was originally colonized by several different European Nations, each with their own cultural, political, religious, and economic institutions.
- Recognize why the English colonies in North America developed into three distinct regions: New England, the Middle Atlantic, and the South.
- Identify reasons slavery of Africans varied by colonial region, depending on how it fit with that region's economic pattern.
- Analyze reasons Native Americans played a significant role in the development of colonial America, at times cooperating with and trading with Europeans, and at other times, making war against and resisting European colonial expansion.
- Comprehend how Colonial New Jersey and New York formed from Dutch and English origins, and were shaped by the same general forces that affected all English colonies, including interactions with the Native Americans and slavery.

Part II. Determine Acceptable Evidence (Description of Project)

- **What evidence will show that students understand? Describe the performance tasks or prompts and other evidence that indicate students are able to respond to the driving question.**

Students will compose three skits, and role play important events that occurred when Europeans began settling and colonizing in North America. They will choose a character and view colonial history from the view point of a fictitious and or real person who would have lived or lived through it. In addition, they will dress in costume to make history come alive. They will begin their skit by describing the settlement of Jamestown and the Virginia colony, with the emphasis on economic and other reasons that brought settlers to Virginia, the establishment of representative government, the economy, settlers' interactions with American Indians, and the introduction of slavery into Virginia. Students will video record their scenes, design, produce a basic multi-media project, edit and customize their scenes using graphic software to enhance their scenes. Scenes will be based on the four parts of Unit 3 and will be titled as follows: Scene 1: The Founding of the First English Colonies, (Expedition to Jamestown) Scene 2: 18th Century Colonial Life in Three Regions and Scene 3: Slavery in Colonial America. (Project will be modified appropriately.)

Colonization of the Future United States



By: Iraida Cesar

Having gathered a crew of 144, Newport sets sail on December 20th, 1606, with the Godspeed, Discover, and Susan B. Constant. Land is sighted on April 30, 1607, and on May 14 the settlers land on Jamestown Island. The following day Smith leads an expedition up the James River past the falls, and only stops when he reaches an Indian village. Though the initial meeting of Smith and the Indian chief Powhatan is not hostile, it is immediately evident that if Jamestown is going to be a lasting colony, the settlers are going to have to contend with the natives. For the time being, Smith halts further exploration and returns to lead his men in constructing a fort. The story that follows is common knowledge, immortalized in American folk lore. The colony is slowly built up, though development is hampered by Indian attacks, internal political wrangling, and the onset of diseases. Smith is captured by Powhatan and sentenced to death, only to be saved by Pocahontas. The following year more settlers arrive just as the original population is about to be wiped out. The colony is expanded, and it is likely Smith resumes exploration. After much drama Smith leaves Jamestown in 1609 for England, but a map drawn up in 1612 indicates he had reconnoitered the region fairly well.

	Novice (0-5)	Apprentice (6-7)	Practitioner (8-9)	Expert (10)
Charts and Maps	<ul style="list-style-type: none"> Charts and maps contain some required information 	<ul style="list-style-type: none"> Charts and maps contain most required information 	<ul style="list-style-type: none"> Charts and maps contain all required information Charts are used to illustrate similarities and differences 	<i>All of Practitioner plus:</i> <ul style="list-style-type: none"> Skit includes a summary paragraph explaining scene
Skit Scenes I,II,III,IV	Scenes: <ul style="list-style-type: none"> 8 Characters Skit based on facts. 	Scenes: <ul style="list-style-type: none"> 8 Characters Skit based on facts Narration to set scenes 	Scenes: <ul style="list-style-type: none"> 8 Characters Creative backgrounds Skit based on facts Narration to set scenes 	<i>All of Practitioner plus:</i> <ul style="list-style-type: none"> Use of sound clips or animated objects
Reports on: King James Queen Elizabeth John Smith Lord Powhatan Pocahontas John Rolfe Sir Walter Raleigh	Reports: <ul style="list-style-type: none"> Information somewhat answers assigned questions Information is fairly accurate and written in complete sentences 	Reports: <ul style="list-style-type: none"> Information mostly answers assigned questions Information is mostly accurate and written in complete sentences 	Reports: <ul style="list-style-type: none"> Contain detailed information to answer questions Information is accurate and written in complete sentences Illustrations support content 	<i>All of Practitioner plus:</i> <ul style="list-style-type: none"> Student compose an extra FYI sheet for more detailed content
"Lessons Learned"	<ul style="list-style-type: none"> Students do not have a "Lessons Learned" summary 	<ul style="list-style-type: none"> Scenes portray encounter between two groups Students act out effects of encounter on both populations 	<ul style="list-style-type: none"> Scenes portrays encounter between two groups Students act out effects of encounter on both populations Students can synthesize information in order to make recommendations for future encounters 	<i>All of Practitioner plus:</i> <ul style="list-style-type: none"> Group creates an additional "Lessons Learned" summary
Presentation	<ul style="list-style-type: none"> Some students presents most information Students speak clearly and loudly 	<ul style="list-style-type: none"> Students present information Students speak clearly and loudly Students can correctly answer 1-2 questions from audience 	<ul style="list-style-type: none"> Students present information Students use proper intonation, enunciation and inflection Students stress important points while acting Students can correctly answer 2-3 questions from audience 	<i>All of Practitioner plus:</i> <ul style="list-style-type: none"> Students do not need to read notes to give presentation
Computer Literacy	<ul style="list-style-type: none"> With assistance, use common features of an operating system. 	<ul style="list-style-type: none"> Independently use common features of an operating system. 	<ul style="list-style-type: none"> Create /customize features of an operating system. 	<i>All of Practitioner plus:</i> Editing Movie